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ABSTRACT

Ten papers address areas of concern regarding improvement in serving the needs of limited English proficient (LEP) adults. The first paper (by D. Terdy) overviews the background and skills LEP adults bring to adult education programs as well as their language needs and educational goals. The second paper (by S. Smith) describes changes in adult learners that should be accommodated by changes in program structures. The third paper (by D. Bartley) discusses a native language approach to teaching English literacy and a strictly English-only language approach. The fourth paper (by A. Fey) focuses on the development of a curriculum for an English-as-a-Second-Language (ESL) program in the PREVIEWS project. The fifth paper (by M. Zamora) considers the role of counseling in ESL programs. The sixth paper (by R. A. Orem) focuses on reading strategies in ESL and adult basic education (ABE) instruction. The seventh paper (by M. C. Chapman) overviews the scope of the ABE/GED (General Educational Development) program and compares its curriculum with the ESL curriculum. The eighth paper (by D. Terdy) compares writing skill development in ESL programs to GED writing skill development. The ninth paper (by J. P. Bright) suggests a broader perspective on programming for LEP adults after they leave ESL programs. The tenth paper (by D. Bartley) makes some conclusions based on the other papers. (YLB)

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Statewide Forum On The Second Language Learner In Adult (Basic) Education

LOUIS JOLIET RENAISSANCE CENTER -- JOLIET, ILLINOIS

December 3-4, 1981

Collected Papers

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CE 034 432

TABLE OF CONTENTS

COLLECTED PAPERS

	INTRODUCTION TO COLLECTED PAPERS	pp. ii
	ACKNOWLEDGEMENTS	iii
I.	BACKGROUNDS AND NEEDS OF LEP PARTICIPANTS IN ADULT EDUCATION, Dennis Terdy	1- 4
II.	WHO'S IN THE CENTER?, Sylvia Smith	5-10
III.	AN ANDRAGOGICAL LOOK AT THE ADULT OF LIMITED ENGLISH PROFICIENCY, Diana Bartley	11-17
IV.	DEVELOPING A CURRICULUM—WHO TO INVOLVE, Ardythe Fey	18-24
V.	IS COUNSELING THE ANSWER TO AN ESL LEARNER'S CULTURAL AND PERSONAL QUESTIONS?, Marcha Zamora	25-31
VI.	SHARING READING STRATEGIES IN ESL AND ABE, Richard A. Orem	32-37
VII.	BY THE TIME I GET TO PHOENIX, Nancy C. Chapman	38-48
VIII.	DEVELOPING WRITING SKILLS IN ADULT SECONDARY EDUCATION: ESL WRITING COMPARED TO MAJOR ABE/GED PREPARATION CATEGORIES, Dennis Terdy	49-52
IX.	WHEN ESL LEARNERS OUTGROW THE ESL PROGRAM: A BROADER PERSPECTIVE, Jeffrey P. Bright	53-56
X.	SOME CONCLUSIONS ABOUT THE SECOND LANGUAGE LEARNER IN ADULT BASIC EDUCATION, A BRIEF DISCUSSION, Diana Bartley	57-58

INTRODUCTION

The growing numbers of Second Language Learners in Adult Education is clearly on the increase. English as a Second Language programs have developed and evolved over several years, many to a very sophisticated level. Yet during this development process, several areas of concern about how to more effectively serve the needs of these limited English proficient (LEP) Adults have emerged. They include:

1. The needs for LEP adults in adult education programs are different from native speakers of English.

2. There are philosophies and methodologies which are shared by ESL and ABE.

3. More LEP adults are transitioning from ESL to other program components in adult education.

4. The previous focus for adult ESL has been on ORAL language skills and, perhaps, Literacy Skills need a more significant emphasis.

There are several questions to consider before adult ESL programs can address these future areas of need. Can ESL and ABE students be taught together? Are ABE materials applicable for ESL learners? Can the philosophies of Malcom Knowles and Paolo Freire be applied to ESL learners? Do transitioning learners need more ESL? Does general purpose ESL need to do a better job at teaching reading and writing? Do adult second language learners have special problems that can be addressed by adult ESL program?

What is clear, however, and what is represented in the following collected papers is the magnitude of the scope of possible services to second language learners, the resources needed to address this scope and the need for teachers, administrators and institutions serving LEP adults to remain sensitive to the needs and the viable options open for the adults of limited English proficiency they serve.

Dennis Terdy, Director
Jeffrey P. Bright, Consultant

ACKNOWLEDGEMENTS

The content of this publication reflects the comments of participants and topic leaders at the Statewide Forum on the Second Language Learner in Adult Education held at the Joliet Renaissance Center, December 3-4, 1982. Additional input for the perspectives represented came from many of the Adult Education ESL programs and teachers throughout the State of Illinois as well.

BACKGROUND AND NEEDS OF LEP PARTICIPANTS IN ADULT EDUCATION

By

Dennis P. Terdy
Illinois Statewide ESL/AE Service Center

To get a general overview of the backgrounds and needs of adult of limited English proficiency (LEP) in various Adult Basic Education programs in Illinois, three areas must be addressed.

1. Who are the LEP adults being served? Where are they from?
2. What skills do they bring to Adult Education programs?
3. What are their language needs and educational goals?

Who are the LEP adults being served?

At the national level from a recent report from the National Center for Educational Statistics obtained from the Division of Adult Learning (Brightman ed., 1981) the following demographic information was reported. Forty-five percent of the participants in Adult Basic Education programs (grade levels 1-8) are native English speakers. Twenty-six percent of the total enrollment is at the Adult Secondary Level. The remaining 28% includes predominantly limited English proficient adults enrolled in what the federal government refers to as "upgraded" programs.

In California, however, over 77% of the entire adult education population is in "upgraded" programs for LEP students. This California LEP population represents over 1/3 of the entire U.S. adult LEP "upgraded" population. An important point to note is these statistics represent 1980 data and clearly have been increasing since that time.

The following general statistics on the LEP adult were identified by Joanna Escobar, Educational Specialist for the Illinois State Board of Education. In Illinois Adult Education programs, there are approximately 30,000 LEP participants. They represent a little less than 1/3 of the total adult education program population.

In Region I (Chicago and suburban counties), over 50% of the adult education population is LEP. In Region II (northwestern Illinois) between 35 and 40% of the population is LEP. The remaining downstate regions (Regions III, IV and V), have concentrations of LEP adult education students which are predominantly located in the larger urban areas.

Where are the LEP adults from?

On a statewide perspective, approximately 65% of the LEP adult population is of Hispanic origin. This group has been largely Mexican and Puerto Rican in origin and in the Chicago area. Recently, however, there have been greater influxes of Central Americans and South Americans.

The Haitian and Cuban populations have not reached Illinois programs in significant numbers to date. The Indochinese population, however, represents a significant number of LEP participants although not as large of a percentage as might be expected. Indochinese have been identified as less than 10% of the LEP adult population statewide (Silverman, 1981). The point is, nevertheless, the Indochinese population has had a significant impact on many adult education programs in Illinois since 1975.

From 1978 on, the Illinois Adult Indochinese Refugee Consortium had been equipped to provide a network of comprehensive services, including English language instruction, for Indochinese refugees. However, due to recent funding reductions, their services have been predominantly designated for recent arrivals (those arriving within the last 3 years). This change along with fewer locations of Consortium programs and the ineligibility of refugees migrating from other locations in the state are creating increased LEP numbers in Adult ESL Programs, and the impact is clearly being felt on a statewide level.

What skills do they bring?

In programs in the State of Illinois, there seems to be a considerable number of LEP adults with low level native language skills. These low level literacy students are causing a dramatic shift in instructional emphasis in the Adult ESL program. In addition, many programs are experiencing students at very proficient levels of English. This disparity of populations clearly has a severe impact on Adult Education ESL curricula.

Several articles have appeared recently that may explain this phenomenon. One major contributing factor is that immigration laws continue to favor the legal entrance of skilled craftsmen, engineers, and other professionals into the United States. This clearly adds to the disparity of skills which LEP adults bring to programs in Illinois and further affects the instructional programs, especially English as a second language.

What are the language needs and goals?

In a recent article, Elson (1981) noted that there are many variables which affect all who teach in or participate in the education of LEP adults. Among those factors are:

1. Varied skills and training goals.
2. Varied cultural and person "adult" problems.
3. The notion of English proficiency as the key to success.

With these varied needs, goals, and characteristics adult programs, have in the past, adapted dramatically and relatively well to the shifts in populations and skills. However, as Escobar has questioned (1981) "perhaps we in Adult Education have done a good job in dealing with survival skills related to listening and speaking. But has enough been done related to literacy skills (advanced Reading and Writing) development of LEP adults?"

What is really meant by English language proficiency? Does this include listening and speaking at the survival level or perhaps reading and writing skills even beyond the survival level.

There isn't a definitive answer signifying what is enough or clearly defining proficiency for the varied demands and tasks of adult life. Even if curricula that follow a competency-based design exist, they are often too program-specific, not clearly substantiated or not verified by the needs of adult ESL learners.

There are now no clear cut answers or definitions to guide programs, making this a crucial goal for future program existence and expansion.

Questions to consider in the search for programs which adequately respond to the quantity of adult LEP participants, the variety of cultures, and the varied skills they bring are:

1. Have options been closed to students? Reading and writing for example.
2. Has the scope of ESL been viewed well enough within the context of adult education?
3. Have important curricular decisions been made in adult ESL programs which could be more closely coordinated with other adult programs, i.e. Adult Basic and GED?

Each of these questions represent a challenge to adult educators of LEP students in that survival, of both the students and adult educators, depends on this.

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WHO'S IN THE CENTER?

By

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Recently I received in the mail a brochure announcing the opening of a new adult education facility. The promotional piece included photos of several adults about my age seated behind desks. The desks were fixed to the chairs and arranged in rows. Everyone's gaze was directed toward the teacher, who stood about six feet ahead of the first row, mouth open, pointing at the chalkboard. The scene looked in every way like a reunion of my third-grade class at Emerson Elementary School, which was built and equipped in 1940. The furniture, its arrangement and the teacher's place were the same; the only recognizable difference was the pupils' size. Is it possible that nothing about these people has changed in the last 20 years but their height and weight? Is the only accommodation an education program needs to make for the intervening years bigger desks?

Of course not. A great many things have changed and every change in the students deserves a corresponding change in the program structures: registration, needs assessment, goal-setting, placement, curriculum, classroom procedures and evaluation.

The Learners

What has happened since these learners were eight years old? Some time during the last 20 years, they have left home. They have acted independently; they have made decisions and lived with the consequences. And they have had some successes. The inner-city street people and immigrant peasants who populated our classes, though they may deprecate themselves, are some of the planet's most creative and resourceful people. They have assessed their own needs, invented tools, and devised systems for living under extremely adverse conditions.

They have also had frequent and significant failures. Eight-year-olds can fall down or lose a fight and forget both the next day. Adults may be more fearful of facing a new challenge and less resilient after a frustrating or humiliating experience. One GED student told me, "I can't think of a single positive thing about myself."

Our students have learned that successes are difficult and failures easy. Elementary school children may try to lure their teachers onto tangents, but adult students want to use every moment to equip themselves for further success. As one older learner explained, "My time is a precious commodity. I want to spend it where I will get the greatest return on my investment."

Editor's note: This essay was prepared especially for publication in this volume. It was not presented at the December, 1981 Forum on the Second Language Learner in Adult Education. Nevertheless, its context is germane to our theme.

Adults with a great degree of independence, responsibility, toughness and practicality—these, then, are the uncertain, self-deprecating, failure-ridden people who come to us and make a public declaration of their inadequacies by registering for our adult education programs.

How will we respond? Will we treat them as if they were 20 years younger? When they were eight years old, we educators wanted to hold them in school for at least another eight years. In contrast, as professional adult educators, we want our students to become self-sufficient, contributing members of the community as soon as possible. Independence is our goal. Can it also be our means? The greatest challenge of adult education is to recognize and maximize the student's capacity for independence at every point during their learning experience.

Dependency

Yet all of us, to a greater or lesser degree, more or less often, foster dependence. We are aided by the students, who, because of their insecurities, may be all too willing to let us take responsibility for their education.

We first create a dependent relationship when we announce to new enrollees that the class is gratis. Students who pay tuition are hiring a professional to perform a service. A free class encourages an attitude of compliance rather than a critical demand by an independent consumer.

After the mechanics of registration, the students' independence is next at stake in goal-setting. Educational goals are simply a limited and prioritized list of learning needs. But our formal, direct attempts to draw out needs yield such insecure or eager-to-please responses as "I don't know," "I need it all" and "Whatever you think." At last we accept the students' relying on our judgment. We scribble on the last two lines of the registration form, "Short-term goal: get a job (or go to college)." We know what we are going to do with these people anyway. If they just follow the script we have laid out for them, everything will turn out fine.

Next, we have our book. Never mind that it was written in San Francisco, New York or Ann Arbor. To help us keep control over the endless deviations between our locale and that of the publisher, we have our curriculum guide, which will tell us how to modify and supplement the text.

This is why we give in so easily during individual needs assessment and goal-setting: even if the students were to declare some specific learning needs, they would have minimal effect on the curriculum. We have already decided for them exactly what they need to learn at every level of ability.

To be fair, some schools have based their programs on thorough and accurate general needs assessment. But handing out any ready-made program, even an excellent one, creates dependency. We will convince them "we know best" when what we give them works. Students may praise us for our effective and practical program, but we have thwarted a part of their adulthood: the right to identify their own needs.

The final step in our registration process is to assign rooms. Most of our classes are not organized according to topic or skill or language function so that the students can tell us which class they want. Instead, as a result of a placement test, we tell them in what class they belong.

The form of the test itself teaches that dependence is expected of them in our educational program. First of all, placement tests usually ask questions with only one right and obvious answer. The student is conditioned to say what the teacher wants to hear instead of responding creatively.

Second, tests often promote stereotypes. For example, one popular ESL placement test shows a drawing of a classroom with a person writing on the chalkboard. To answer the question "correctly" examinees must not only know the language but must agree that the person most likely to be standing is the teacher. Thus we inform the students even before the class begins that the active figure in the room will be the instructor.

We immediately reinforce this image when they enter the classroom by seating them in rows. Not being able to see each other's faces, they direct their attention to the only face they can see: the teacher's. Tables or desks limit their access to the board, so a student cannot quickly demonstrate a point to a puzzled classmate. That is clearly the teacher's job. We educators may claim to have "student-centered" learning, but our logistics give us away. The arrangement of furniture tells us who is front and center.

Independence

To place the students in the center means to adapt all our program structures to allow the students maximum independence. The basic principle is never to do anything for the students that they can do for themselves.

The most important thing students should do for themselves is assess their own needs. Adults know what they need. However, when faced with a point-blank question, they may be at a loss for words. We need to redesign our means of assessing. A GED instructor, for example, need never look at a diagnostic test. Provided with an answer key and a calendar, the students can determine what they need to study and in what order. One ESL program has decided that since its population changes daily, needs must be assessed daily. For the first 45 minutes of class, students converse in a counseling-learning circle while the facilitator notes their language problems. The students then select from this list of needs their learning goals for the next hour.

In addition to content needs, students should determine their process needs. Most programs insist their teaching methods are "eclectic" and left to the discretion of the instructor. As educators of adults, we must transfer this discretionary power to the students; i.e., find creative ways of letting the students decide what teaching methods best suit their learning styles. The characteristics of the adult learner do not dictate methodology. The adult learner does.

If the students are going to decide how as well as what they will be taught, this could mean more than a five-minute orientation to the program. Since each needs assessment should yield a list of goals so detailed that the instructor can base lesson plans on it, we might take a week or more to familiarize the students with their options and then add a new structure to the program: the educational plan. We might need periodic breaks in the semester to adjust goals. One school has decided that content and process needs can be decided neither all at once nor only once. They sell pocket-sized notebooks to their students so they can write down a suggestion or concern at the moment it occurs to them, wherever they are.

Often we ask students to leave their worries outside the classroom door so they can better concentrate on the lesson. This is a meaningful policy only if the instructors have chosen the topic and how it will be approached. On the other hand, if the students are designing the program, then their outside-of-class concerns will become the content and process of the lesson. Applying new knowledge and skill to solving real-life problems is precisely the point of adult education.

But shouldn't we rush the students into class so as not to waste time? We might, rather, consider that one of the factors that perpetuates the poverty cycle is the failure to make plans. In our educational program structures, we could testify by our actions that we value planning.

That every student may re-create virtually the same list of needs is irrelevant. There is a tremendous difference between being told your needs and being enabled to generate your own list. That difference is independence. If we believe the students have a need of which they are not aware, then we should develop an experiential exercise to raise their consciousness. If we cannot, then our notion of the students' needs is wrong.

Us

At this point we should be aware that our pride will be an obstacle to placing students in the center. We are proud of our curriculum guide, placement test and textbook (especially if some institution gave us a grant to produce them). If we enhance the students' independence, they will naturally tend to take more credit for their accomplishments. They will praise us less. They may even take it for granted when we just happen to have a lesson prepared for any need they express. But if we can sacrifice our pride, we will know what the Chinese sage Lao Tse meant when he said, "A leader is best when the people barely know he exists / Not so good when they obey and praise him."

Praise is dangerous. Not only does it suggest that we may be doing too much for the student, but it also tends to bond us more tightly to our pre-set program. It makes us less likely to solicit and attend to student needs that differ from our plan. In fact, if we take the praise seriously, we may begin to regard a dissatisfied student as a deviant who will not succeed as fast or as well as one who simply submits to our "superior" plan.

While praise is dangerous, constructive criticism is healthy. It indicates that the students see themselves as active collaborators in their educational experience. But because our students are reluctant to criticize us, another advantage of the students' setting their own goals is that it equips them to evaluate our performance. The students can bypass their appreciation of us as persons and be constructively critical of us as educators. They can ask, "Were my priorities covered in class or did the teacher say, 'We'llgettothateventuallybutfirstwe'lldowhatIthinkisimportant'?" "Was I allowed to learn in my own way or were the teacher's methods inflexible?" "Were my questions central to the lesson or relegated to a few minutes after class?" Knowing that objective criteria are in the students' hands, we become accountable to them for meeting the needs they identified, rather than accountable to ourselves for completing the curriculum we wrote.

Programs that do not solicit criticism will not often experiment with new ideas, but educators who try to meet atypical needs will make innovations. Nothing enhances students' independence more than seeing their suggestions formally incorporated into the program and receiving full credit for the ideas. This is student-centered education.

It is critical to note that whether or not we have student-centered education is decided outside of class. Well-done needs assessment, goal-setting and educational planning will largely determine what happens in the classroom.

To move ourselves out of the center requires humility on our part. We need to continually doubt that we know what the students need. Even if we do know, we should refrain from telling them so. Neither should we stand in front of the class, expounding, directing and correcting—unless specifically requested to do so. We must welcome criticism more than praise. Finally we must express this humility concretely. Student-centered learning is not established by a "warm atmosphere", but by observable program structures and procedures.

I would like to see a photograph of a classroom that shows the learners seated in a circle or perhaps standing. The facilitator would be indistinguishable or on the periphery, not the center of attention. Only educators who adopt this radical humility can fulfill the words of Lao-Tse: "Of a good leader—one who talks little—when his work is done, his aim accomplished,/ The people say, "We did this ourselves."

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AN ANDRAGOGICAL LOOK AT THE ADULT OF LIMITED ENGLISH PROFICIENCY*

By

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In today's adult education world, the question of appropriate English language training for the ESL adult student is of primordial importance. To permit us to take an andragogical look at the adult ESL student, we must answer the following questions. What kind of program will permit us to work most effectively with the adult student who does not speak English, and what kind of program will provide that student with the most appropriate and therefore the most effective ESL program? This paper will attempt to answer those questions by discussing different types of programs and their characteristics and how these programs can fit the needs of differing types of students.

In discussing programmatic questions related to the adult ESL student, various considerations must be taken into account. Those considerations are based on (1) the previous education, or lack thereof, of the adult student in his native language, and (2) the sound symbol and writing system characteristics of the native language of that student.

Generally speaking, (1) the previous educational background of the student should be a determining factor in methodological and pacing decisions of the ESL program; and (2) if the group has a homogeneous native language background, the native language of the students can act as a communications springboard in the teaching of literacy. The way in which the above considerations can affect programmatic decisions will be illustrated in the description of the following types of programs:

I. A native language approach to the teaching of English literacy
II. A strictly TESL approach

I. Native Language Approach

A. Background and Definition

This approach uses the native language of the student as a springboard for teaching English literacy. In order to implement this approach, students who are illiterate in their native language must be homogeneously grouped according to their native language. The underlying hypothesis supporting the native language approach is two-fold:

1. If the native language has a high sound/symbol correspondence, that is, oral language is consistently represented by the same symbols and those symbols are consistently decoded in the same

*This paper is based on the keynote speech of the same title presented at the Illinois Statewide Forum on the Second Language Learner in Adult (Basic) Education, December 3-4, 1981, Joliet, Illinois.

way into oral speech, then it is justifiable to use the native language as a springboard for the teaching of literacy concepts. In languages to which sound symbol correspondence is high such as Spanish, Italian and Russian, the basics of reading are more understandably consistent and, therefore, one can hypothesize, a simpler process to learn than reading in English.

2. Using the native language as the initial means of communication means that there are no barriers of communication. Therefore, one can reasonably hypothesize that a student can be taught the literacy concepts more easily in his/her native language than in a language which s/he doesn't comprehend; the student can then transfer the newly acquired principles into the learning of English.

Scheduling

How is the program scheduled? Any number of scheduling strategies are options depending on the characteristics of the program. However, two scheduling strategies are presented below.

Schedule 1

0-3 grade level low literacy*
300 hours Spanish, followed by
500 hours in English

*0-3 grade level in native language; no English literacy

The underlying hypothesis supporting the native language approach is two-fold:

Schedule 1

4-6 grade level low literacy*
200 hours Spanish, followed by
600 hours in English

*4-6 grade level in native language; no English literacy

Schedule 2

The second scheduling strategy is adapted from a program schedule used in the Adult Learning Center, Passaic, New Jersey.

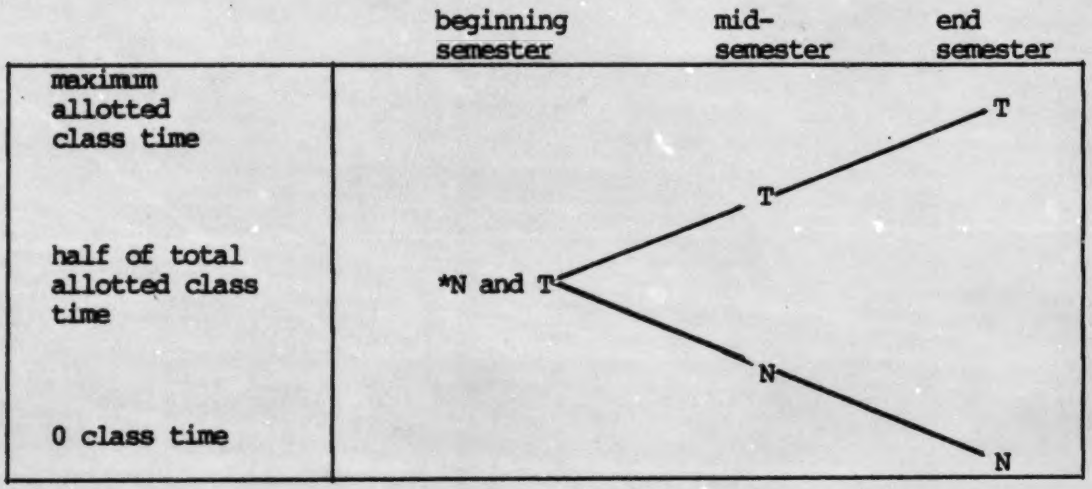
0-3 grade level initial 100 hours:	4-6 grade level Spanish
Spanish every night	English every night
English every night	Spanish every night

The above schedule illustrates a predetermined set of hours taken in the native language prior to the program in which the target language is introduced. The native language, however, is continued as a means of instruction. However, with the passage of time, the native language instruction decreases and the target language instruction increases.

The point in time at which the native language instruction is decreased should be determined by the program faculty on the basis of:

a. Skills achievement in the native language
(Linguistic concept mastery: sound/symbol correspondence)
and
b. Listening comprehension skills achieved in English
(Withdrawal of communication barriers)

The chart below illustrates the withdrawal of native language and the gradual increase of the target language instruction.



*N = Native Language
T = Target Language

II. TESL: English Language

The second type of program to be discussed in this paper is the ESL program which uses the English language as the only language means of instruction. An English-only language program must be used when the student population is of a heterogeneous language background. More often than not, this is the case. The following brief discussion is not meant to be all encompassing, but rather, a general framework which can be adapted to needs of specific programs.

A. Adult Basic Education vs. Adult Education

As has been mentioned previously, there is a difference between that group of ESL students, who, on the one hand, possess no literacy, or low literacy skills, as those students in adult basic education; and those students who, on the other hand, have been educated and are literate in their native tongue, as in adult education. The scheduling of levels for ESL classes must take these differences into account and, if it is financially and logis- tically possible, two different tracks should be planned: one track for adult basic education students and one track for adult education students.

B. Scheduling of Levels

In a ESL program where native languages differ, the basic consideration for scheduling of levels is firm language goals to be achieved by the students. These language goals act as the exit criteria for each level and they need to be agreed upon by the faculty teaching in the program. The language sub-goals which act as stepping stones to achieve exit criteria need to be identified as well. Once this has been done, the basic framework is ready. In planning the goals, the phonological, morphological, syntactic and lexical components must be systematically taken into account to form a logically ordered sequence of subgoals and final level goals based on the development principle of the simpler structures to the more complex.

Level Progression

	Instructor helps Student	Student	Student	Instructor approval for exit
Level I	Identification of subgoals	Completion of subgoals	Final level goals	Exit to Level II
Level II	Identification of subgoals	Completion of subgoals	Final level goals	Exit to Level III

The above pattern continues through Level IV at which point the student is exited into specific topic courses, such as, writing/composition, composition and conversation or English for Specific vocations/purposes. The length of time for each level is determined by the program.

C. Logistic Scheduling

Adult education, especially adult basic education, is based on time needs of adults as well as their overall logistical needs.

The needs of the students are of primordial importance in scheduling considerations because "there are many obstacles to adults' need and desire for further education. Some of these problems are simple and others are complex, but when combined they can become almost insurmountable. Adult programs must find ways to circumvent these barriers. By and large, illiterate adults are far more apt to be poor and, therefore, to have serious problems with transportation, health, work schedule, child care, energy and communication. They tend to fear schools and education. Also, the natural problems of weather and geography are more acute for them." Yet it is recognized that adults have many barriers to participation, yet few alternatives to "classes" have been developed or widely used. A wider set of educational delivery systems will allow wider opportunities for participation and bring increased enrollments. Delivery systems appropriate for illiterate adults will more likely be home based."

Logistical needs of the students are generally defined as (1) the time in which the students are able to attend class and (2) the place in which the class is to take place.

1. Time. The time is more often than not after work, especially when the classes take place in the educational center for the adult TESOL program.

2. Time and place. However, when the time after work is a constraint and the place of learning become inaccessible, then the logistics of time and place become intertwined. The program must seek to offer the learning activity in a place other than the traditional classroom as well as to set a time which fits the work and home schedule of the adult.

3. Place of class. When the place of learning cannot be the traditional classroom, the home or place of work can become the classroom. In these situations, the teacher moves out into the place of work during specific hours mutually agreed upon by the TESOL program and the place of work; or the teacher comes to the home when there is no other alternative to reach the students, and holds "kitchen classes" in a "home tutoring program."

Essentially the ESL program needs to constantly adapt itself to the needs of the adult student population even if it means logistical readjustments of the delivery system from the traditional classroom setting. With a view to the curriculum, a well defined and mutually agreed upon set of goals by the faculty, for a non-traditional delivery system, will provide a learning

system to which the student can identify and in which s/he will sufficiently be at ease to persevere.

In summary, it has been intended in the above discussion to present broadbased guidelines for two basic types of adult education ESL programs both of which differ markedly from each other, yet the final result is the same. The basic guidelines are meant to act as starting points only—the differing circumstances of each program will dictate the final programmatic outcome and the end result will be a program that takes an andragogical account of the adult of limited English proficiency.

Footnotes

1. The native language approach is fully described in the following materials:

   Diana E. Bartley. "A Model Program Illustrating Complementary Goals in Adult Level Language Learning: English Language Acquisitions and Bilingual Education: In Bartley, Diana, E., ed. The Adult Basic Education TESOL Handbook. New York: Collier Macmillan, 1979, pp. 70-74.

   Milton Wallace. Prefactory statement in Diana E. Bartley and Mark Carreno, "The Adult Bilingual Classroom," videotape of Program 2C, Package 2C in "The Multimedia Teacher Training Kit," Diana E. Bartley and Valbur Borger, eds. University of Wisconsin-Milwaukee. Distributed by the Midwest Resource Center, 500 S. Dwyer, Arlington Heights, Illinois.

   A. J. Krenick. "Proposal for an Adult Learning Center to Provide Daytime Facilities for Basic through High School Equivalency Education both in Spanish and English, "unpublished proposal, Passaic Public Schools, Passaic, New Jersey.

2. For an explanation of the pilot program bilingual (native language approach) design, see Diana E. Bartley, op. cit., 1979, pp. 70-74.

3. For further information about the schedule consult Mr. Milton Wallace, Coordinator, Passaic Adult Learning Center, 657 Main Avenue, Passaic, New Jersey 07055.

4. Carl English. "Serving People Where They Are," in Bartley, Diana E., ed. The Adult Basic Education TESOL Handbook. New York: Collier Macmillan, 1979, pp. 70-74.

5. Ibid., pp. 230-231

6. Resource information about classes in a place of work may be obtained from Carol Papierski, ABE-TESOL program, Triton College, River Grove, Illinois.

7. English, op. cit. p. 231.

8. Resource information about home tutoring programs and/or alternative delivery systems may be obtained from the following programs:

   Adult Basic Education Program
   Department of Education
   State of Vermont
   Montpelier, Vermont

   Adult Basic Education Program
   Ramona Salazar, Director
   Spanish Center
   614 W. National Avenue
   Milwaukee, Wisconsin

DEVELOPING A CURRICULUM—WHO TO INVOLVE

By

Ardythe Fey
College of Lake County

Five thick volumes and other instructional aids are the result of PREVIEWS,* the curriculum project developed at the College of Lake County over a period of six months in 1981. You may wonder where we started, how we did it, and could you do it. I'd like to tell you who helped us develop curriculum, how we did it, and convince you that you can, too!

Our particular curriculum project was initiated with a great amount of cooperation among the people in a variety of positions in several service agencies and educational institutions who saw this need for curriculum development, were committeed to serving Limited English Proficiency adults, and could locate funding sources and carry out the administration of this project.

The Illinois Migrant Council (IMC) and SER, an acronym for Service-Education-Redevelopment, are agencies which recruit CETA eligible students for English as a Second Language classes and counsel these students in order to help them meet their educational and employment goals. IMC and SER also provide classroom facilities.

Another agency, CETA (the federal Comprehensive and Employemnt Training Act) funds the students in the ESL classes at SER and IMC, provides further training through existing service agencies and educational institutions, and then helps with job placement of its clients.

The College of Lake County, in the Department of Adult and Continuing Education under the Dean of Open Campus, hires teachers for the ESL classes at IMC and SER and also offers ESL, ABE, and GED classes on campus and at other locations.

As you can see, personnel from all of these agencies and institutions are involved in serving the target group, the LEP adults, who would benefit from curriculum development. Within this cooperative network were the counselors and job developers saying that their people were learning English. With PEMLEX, the curriculum developed in 1980, they're learning English with a purpose: to function in the community and to secure employment. Now, while they're still learning English, can we open opportunities for vertical job movements and employment which requires vocational skills or further education? Jobs for LEP persons are often limited to the low-paying, unskilled labor positions which offer mere subsistence and only lateral employment moves. Can

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*Project funded by Education/CETA Linkages, Illinois State Board of Education, Office of Adult Education, College of Lake County, 19351 W. Washington St., Grayslake, ILL. 60030. See project summary, p. 23.

we educate our people while they're in the process of learning English?

At this time, CETA, SER, and IMC saw the need for a curriculum which would prepare LEP adults for:

1. GED, which is the first educational step to some vocations through the community college, or
2. specific vocational training at the area vocational school.

The college administration knew how to locate funds and could bring together the adult educators already in one department to write the curriculum which would enhance the LEP adult's chances for success in our own educational programs which lead to jobs with a higher level of income and personal satisfaction. The ESL teachers have expressed their desire for students to learn substantive content with English language skills; ABE and GED teachers have LEP adults in their classes who need more of an educational background in English.

The college administrators had the expertise and information to locate funding sources for curriculum development. Specifically, our project was funded with money from the public sector, an Education/CETA Linkage Project authorized by the Illinois State Board of Education. This grant was sought by the Dean of Open Campus. A proposal to obtain it was written following a given format, so don't let this part of the task frighten you. The needs, goals, objectives, procedures, evaluation, and budget of the proposed project are thoroughly written into the grant proposal. In other words, your needs and goals are written into a provided format and must be well-defined. Allow enough time, usually about three weeks working part-time, to write your grant proposal. Also, thought must be given to a title or acronym for the project. You could seek funding through the private sector, an alternative not taken in our situation, but, according to the American Society for Training and Development, business and industry spent $30 billion on education-related projects for their employees in the last fiscal year.

Now there's a focus of communication and cooperation among the people who have identified the need for curriculum development, are committed to the LEP adult learner, can locate funds and curriculum developers, and offer educational opportunities which the LEP adults will be ready to pursue after they complete the objectives of the curriculum.

While PEMLEX, an acronym for pre-employment learning experiences, was developed last year with the same cooperative efforts as PREVIEWS, PEM/LEX is intended for Beginning and Intermediate ESL classes. The PREVIEWS curriculum (pre-vocational instructional and experiential work strands) will be used in the latter part of Beginning ESL and continue through Intermediate and Advanced ESL classes. Since the content of PEM/LEX is survival and pre-employment, and the content of PREVIEWS is pre-vocation and pre GED/GED, PEM/LEX precedes PREVIEWS in terms of life needs and English language competency

The objectives written in the PREVIEWS grant led to the hiring of four people to write curriculum and one person to administer the

development of the project, all working closely under the Dean of Open Campus, Frank Adams, whose background is adult and vocational education. The Department of Adult and Continuing Education, which includes the ESL, ABE, and GED classes, is under his supervision, and funding was administered through his office.

The curriculum developers represented different areas of adult education identified in the objectives, namely ESL and GED, that simply had not worked together before. There was no previous history or vehicle to bring these various instructors together in a cooperative effort to share each area of their expertise with one another.

Three writers, Cathy Papierniak, Diana Chaloupka, and Ann Biancalana, were teachers of adults in ESL classes at IMC and SER, while I taught GED and speed reading. Jackie Dungan, the project coordinator, is in the administration of the college CETA program; she has knowledge of the specific vocational, educational programs open to the ESL students funded by CETA, as well as the administrative skills needed to handle the narrative and budget reports of the grant required by the state.

I soon realized that besides the importance of the primary expertise of these people, other abilities, backgrounds, and skills contributed to the development of our curriculum, too. Ann, Cathy, and Diana wrote the PEM/LEX curriculum; they knew the format which we would also follow in writing PREVIEWS: both would be competency based with pre and post tests for each unit or lesson packet, written within a strict progression of grammatical structures found in a core text, using a controlled vocabulary with each new word introduced, and providing student record cards and a teacher's guide which includes objectives, grammatical structures, skills, activities, resources, and answer keys for each student lesson packet.

In addition to curriculum experience, Diana is bilingual; Ann's education and experience include rehabilitation counseling, and her artistic ability is evident in the many illustrations in both curriculums; Cathy is working toward her master's degree in linguistics and is a creative story writer; Jackie has her master's in adult education.

What we shared was a commitment: to adult learners, to the project, and to our employer. This paved the way to building a rapport, but the marriage of us and our backgrounds was not always easy. Initially, but also throughout the six month period of curriculum development, we spent a lot of time teaching one another, learning about ESL, GED, and pre vocational skills by sharing and arguing to make decisions on what to include in the lessons and when, but constantly building mutual respect and friendship for one another.

Cathy and I were responsible for the pre GED/GED strand of PREVIEWS, and Diana and Ann wrote the pre vocational strand.

Cathy, as an ESL teacher, taught me that the emphasis in learning English is oral communication, and that grammatical structures are introduced in progression, but I, as a GED teacher, wanted to know if a

reading skills were taught in order to master the content areas of GED. How do we mesh these different goals? Can we assume that ESL methods and materials are imparting reading skills? What about the LEP adults' various native educational backgrounds? Can we assume that the person who was literate and educated in his native country won't need to begin reading instruction with sight vocabulary, phonetics, and structural analysis? Sequential reading instruction would prepare the LEP adults for GED tests where the main task is reading content areas covering a wide range of vocabulary to find main ideas and supporting details and to make inferences, the reading comprehension skills. We needed help to find a starting point for blending the mastery of oral language and grammatical structures with the mastery of reading skills.

We needed resource people in adult education! Mary Charuhas, curriculum/materials specialist with the Region I Adult Education Service Center in Chicago, informed us about ERIC, a computer bank containing cross-referenced educational research and articles often not found through commerical publishers. The reference librarian at CLC taught us how to run an ERIC search, crossing ESL and GED in adult education. We also talked to two adult reading specialists in the college's Learning Assistance Center, visited Jeff Bright at the Statewide ESL/Adult Education Service Center in Arlington Heights, and phoned Dick Orem at Northern Illinois University. Cathy was doing related research for her courses at Northeastern Illinois University, too.

From these resources, Cathy found that there is a primary coorelation between proficiency in oral English and proficiency in reading English, and a secondary coorelation between the ability to read in one's native language and the transference of reading skills to the target language.

However, we found no test available especially for LEP people of the beginning or intermediate levels in ESL to measure English reading ability. The reading tests for adults were intended for English native language people; they did not control grammatical structures or idioms.

With this process of searching and gathering information, we were able to make decisions on strategy and begin the writing.

The next step was to find out if any available materials provided reading instruction in GED content areas specifically for LEP adults. Again, we used resources through Jeff Bright and Mary Charuhas and the service centers, in addition to the college library and Adult Ed. Department, the ESL coordinator, Adena Staben, and ABE and GED teachers, as well as the reading specialists mentioned earlier. We phoned people in other locations whose names were mentioned as possibly having developed materials for bridging ESL and GED. We even met with reprentatives of the Army from Ft. Sheridan and the Defense Activity of Non Traditional Educational Support (DANTES).

Now we were free to write our own materials which would reflect our multiple backgrounds and the knowledge gained from these resource people!

We wrote titles and objectives for twenty-eight units reflecting the GED content areas of writing skills, science, social studies, and reading skills; these units correspond to chapters in the core text series for ESL classes, and they also reflect the percentages on the GED tests within each content area. The sequence of the units with the core text assures that each GED test covered in the curriculum will be covered in all three levels of ESL classes. From the interest expressed by resource people, this would enhance the prospects of the curriculum being used in night school programs which often meet six hours per week vs. the five day per week classes at IMC and SER. It was important that the result of this project be adaptable to different locations and settings.

Now we could spend the remaining months in isolation with our books, encyclopedias, dictionaries, secretary and typewriter... right? On, no! Time for resource people in the content areas and computer field. (We would tape some exercises for individualized practice on mini computers.) Time to meet with the agencies whose needs had originally led to this project, too, to share plans and expectations for the curriculum.

We found content resources on the college faculty and in the community. The geography, biology, chemistry, physics, history, and English instructors at CLC were willing to share their time, expertise, and ideas with us. We received permission and cooperation to adapt pamphlets from the Heart Association, Cancer Society, Lake County Health Department, and private business as well. We also contacted the GED examiners at both locations in Lake County who agreed to accept results of our Constitution tests to fulfill this GED requirement. We received prompt replies and Handbooks of Illinois Government from the local offices of our state respresentatives and senators.

Adena Staben and Mary Charuhas gave objective viewpoints and critically proofread our work.,

I'd like to address the contrasts in the development of the pre vocational strand at this point. Ann and Diana initially searched for:

1. broad vocational areas which had a good local job market outlook within the next two years, and
2. specific vocational training available locally for the target population, LEP adults.

Labor market analysts in CETA and the Illinois State Employment Service gave their local occupational outlook to Jackie Dungan, our project coordinator. Also, the Assistant Director of the area vocational school, Dick Glogovsky, identified areas of vocational training in his school which would lead to local, skilled job opportunities. From these resources, Ann and Diana decided that the building trades, health services, manufacturing trades, and office skills were broad vocational areas in which they could prepare LEP adults for these courses of study at the vocational school or for on the job training.

The pre vocational strand of the curriculum begins with material and skills common to the vocational areas and necessary in pre vocational training of any kind; topics such as basic math, following instructions, and safety are stressed.

Ann and Diana went to Jeff Bright for resource materials, and also through him, they met Michael Kelly, the program director for vocational ESL at Waubonsee College. Additional resource material came from the local vocational school instructors, and computer programs from the Career Guidance Center (in the vocational school) were used in PREVIEWS.

By working closely with people in vocational education, employment services, and ESL, Ann and Diana could prepare lessons to teach the skills which LEP adults would need in order to succeed in specific vocations or on the job training.

In developing both strands of the curriculum, content and educational resources were found in educational institutions, educational service agencies, governmental units, and community service agencies. Although I have written of some specific resources tapped for our particular purposes, you could use many other agencies for your curriculum needs--don't forget transportation systems, banks, and local schools to mention a few.

PREVIEWS is not the product of several people working in isolation, but rather it is the product of many people whose expertise was essential to the development of this curriculum.

* * * * * *

Curriculum Project Summary

This identification of persons to involve in curriculum development can help others in planning curriculum projects. Actual people in the categories listed below contributed to PREVIEWS, a two strand curriculum designed to prepare Limited English proficiency adults for vocational training/skilled jobs or GED classes/GED tests.

1. People who recognize the need for curriculum development.
2. People who have a commitment to the target group (LEP adults).
3. People who are able to secure funds for developing curriculum.
4. People who have administrative abilities and positions to bring together the agencies and institutions concerned with the needs of the target group.
5. People who are able to administer the curriculum project.
6. People who know the methods used to educate the target group.
7. People who know the content to be developed in the curriculum.
8. People who have access to resource material which relates not only to the content of the curriculum, but also to the education of the target group.

9. People who know of existing programs, research, and information relevant to the development of a specific curriculum.
10. People who will educate and/or train the target group when they have completed the curriculum.

Staff for PEM/LEX and PREVIEWS:

Ardythe Fey, Presenter and Curriculum Developer
Kathleen Papierniak, Curriculum Developer
Diana Chaloupka, Curriculum Developer
Ann Biancalana, Curriculum Developer
Jackie Dungan, Project Coordinator

Alternatives for LEP Students

Lower Level ESL

- —Employment (limited)
- —Literacy skills instruction
- —Bilingual vocational instruction

Intermediate Level ESL

- —Employment (promotion, change to better pay)
- —Reading and writing (ESL program only)
- —Math (basic - ABE program)
- —Vocational ESL
- —Spanish GED preparation

Advanced Level ESL

- —Employment
- —Supplementary courses (ESL program):
  - —Vocabulary
  - —Grammer
  - —TOEFL
  - —Conversation and pronunciation
  - —Composition
  - —Pre-college preparation
- —Vocational ESL
- —Spanish GED
- —High School Completion (adult - evening)
- —Continuing education in community college
- —Basic skills
- —GED
- —College 1-2 year vocational program

Figure 1

The ABE/GED Alternative

It is common practice for ESL programs to automatically refer their students to ABE/GED programs after completion of ESL classes. This is often inappropriate.

Not all ESL (English As A Second Language) students want or need the G.E.D. (high school equivalency certificate), yet many adult programs assume this is a logical progression, often automatic, from advanced ESL courses. I recommend the following: GED courses should not be used as: "just a continuation of ESL"; the counselor and student should decide whether the GED is the best choice for that student at a given point in his development; and ESL programs should be encouraged to develop their own advanced level courses to deal with grammar, vocabulary, and spelling.

IS COUNSELING THE ANSWER TO AN ESL LEARNER'S CULTURAL AND PERSONAL QUESTIONS?

By
Marcha Zamora
William Rainey Harper College

In the last few years, counseling has become more visible and utilized in Adult Basic Education and English As A Second Language.

This is a good sign since counseling is fundamental to a good adult program, and the counseling function has not received thus far the emphasis it deserves.

What do we mean by "counseling"? Counseling is a process involving a unique relationship between a counselor who possesses particular skills and training in interpersonal relationships and a student (client). The process has as a purpose the student's improvement or change of behavior for which the student is ultimately responsible. This process occurs through various strategies and techniques, and the change of behavior revolves around helping the student resolve concerns, anxieties, and/or stress situations which make it difficult for him/her to cope with normal, everyday functioning.

Who Can Be An Effective Counselor?

A counselor should possess helping characteristics such as empathy, warmth, positive regard, congruence, and authenticity. An effective counselor, I believe, does not need to be from the same ethnic or cultural background as the student.

A knowledge of the counseling proceess is necessary for effectiveness, and a major difference between an effective and an ineffective counselor is the attitude he/she projects toward the student.

In my experience, the LEP (Limited English Proficiency) student prefers to be perceived and treated first as a unique, special human being and secondly as a Latino or an Asian. Being accepted and treated as an adult transcends the need to be considered a part of a minority group. Therefore, the LEP student can be effectively counseled by any person regardless of his/her ethnicity as long as the counselor treats the student with dignity and respect, has had some formal counseling training, and has some basic understanding of the student's cultural differences and desires to learn more.

Goals and Alternatives

The main concern during the counseling process should be to determine the student's goals. One of the main tasks of counseling is to help the student set meaningful and realistic goals. It is important to go over alternatives with the student and help him/her make wise decisions. Fig. 1 shows several alternatives available to the ESL student at three stages of English proficiency. The counselor should advise the student of all the possible alternatives and explain the pros and cons of each.

If the GED (or Basic Skills) is appropriate, the ESL student should be encouraged to enter the program but should meet the following criteria:

1) Possess a high level of English proficiency (written as well as spoken)
2) Have had several years of education in his/her home country. (If this is not the case, individual tutoring may be necessary in the beginning.)
3) Be oriented to expect differences in instruction from that in ESL classes.

It may be a good idea for GED programs to require pre-requisites for entry to the program, for example, satisfactory completion of an advanced level ESL or demonstrated oral and written language proficiency.

Even if the GED is the appropriate goal and the student has met the above requirements, both the ABE/GED and the ESL programs need to work together to provide the LEP student with realistic materials and encouragement. Competition for students, in particular, benefits no one. Again, the student's progress should be the number one concern.

Alternatives: Employment

If the student decides to pursue employment after he finishes the ESL program, a counselor can:

1) help the student in filling out job application and writing resumes;
2) explain appropriate dress for interviews, and job behavior;
3) explain where to look in community for jobs;
4) help in choosing realistic job opportunities and deal with rejection;
5) encourage the desire for promotions and continued training and education.

The counselor should help the student make a successful transition from (usually) a warm, caring ESL classroom environment to the more demanding, impersonal world of work. The student should be encouraged to come back to school in the future if the job is not satisfactory or if the student wishes to improve skills.

Many ESL students want to pursue further education but hesitate because of economic necessity as their first priority (to support family here and/or in home country); pressure from friends and relatives to drop out; and insecurity, fear of the unknown, feelings of inadequacy.

Alternatives: Education

The ESL student may decide to continue his/her education and a counselor can:

1) help other ESL staff with academic assessment (determining which skills the student possesses and deciding the appropriate level of instruction);
2) explain which programs are available in the community and which further opportunities exist in the ESL program;

3) explain the registration process for colleges—application forms, fees, requirements;
4) explain financial aid and whether it is applicable;
5) interpret the differences between the U.S. educational system and that of the student's native country;
6) help the student set realistic goals such as the number of hours a week to spend in school if working;
7) deal with personal problems that may affect school: child care, transportation, etc.

The counselor should help the student make the transition and be available for additional support until the student feels comfortable in a new situation. It is helpful to find supportive referral persons in the new program to facilitate the transition.

Community Resources

An effective counselor should be aware of and familiar with the resources in the community.* The ESL counselor can serve as a link between the community, the ESL program, and the student. The counselor can use his/her resources by:

1) serving as the contact person to receive and make referrals;
2) serving on local advisory councils or boards to represent ESL students' concerns;
3) keeping an up-to-date resource file of phone numbers, addresses, services, fees, and contact people;
4) bringing in speakers from the community to speak on topics of interest to students; and
5) contacting personally people in the community to facilitate referrals and promote good working relationships;

Examples of resources I have used for ESL students are the following:

—church groups to donate clothing (especially winter coats and shoes);
—emergency housing for a student living in his car;
—general assistance money for a student who hadn't eaten in three days;
—legal assistance Attorney to get an area hospital to pay a large hospital bill;
—self-help groups for parents who have lost a child and;
—hundreds of daily information calls.

Counseling can be the answer for many students, but we must realize that it may not be the answer for everyone.

An effective counselor can provide support and guidance; information and referral; assessment (academic and vocational); an accepting atmosphere in which students feel comfortable discussing problems; exploration and discussion of alternatives; and serve as a liason between the student, community and the program.

* See Appendix

Counseling cannot provide all the answers and do everything for the student. We are not always successful. There will always be students who decide against realistic goals and who do what they want. Cultural norms influence students in various ways. For example, in one culture it is acceptable to try the impossible even though one may fail. Students often assume they can handle mathematics courses in English since they have had math in their country and refuse to understand that they will need English to understand the teacher. We as counselors need to accept the fact that it is ultimately the student's responsibility to make decisions and accept the consequences. We can only advise and encourage.

Counseling Services for LEP Students: Three Models

I would like to recommend three models of counseling that can be implemented by ESL programs, depending on funding and the need for services. I believe that every adult program should at least implement Model II, if possible. Counseling is imperative for a smooth progression of students through the program and to meet the true needs of students.

I. "BARE BONES" MODEL (Minimum)

(Counseling done by teachers, occasionally administrators)

A. Intake Assessment

-English ability (ESL): previous education (GED); goals of student
-Services the program offers

B. Emergency Counseling

-Before or after class
-Impromptu (usually a personal problem)

C. Referral

-Major community resources available to help students with personal problems

D. Termination Referral

-Indicating the next step; referring the student

II. REALISTIC MODEL

(One paid professional counselor - full or part-time)

A. Assessment (Intake and on-going)

-Includes what problems student may have attending classes (child care, transportation, hearing or eyesight testing, LD)

B. Office Counseling (Emergency, drop-in, appointments)

C. Vocational Aptitude Testing

D. Job-related Skills

-Interview; resume; where to look for employment

E. Limited Community Work

-More active and "in-touch"

F. Immigration Information

G. Referral

-More information on hand-not as much referral; more detailed resources

H. Termination Referral

-More detail post-testing, examine alternatives

III. IDEAL MODEL ("Pie in the Sky")

(Several full-time and part-time paid professional counselors)

All of the above plus:

-Group work (orientation, therapy, "rap" sessions)
-More testing and individual assessment
-Courses taught in assertiveness; goal-setting; financial planning; job skills; American dating customs, etc.
-Newsletter on current counseling information (Changes in public aid, food stamps, etc.
-Seminars on issues such as health, immigration, etc.
-Guest speakers
-Advocacy
-Outreach - families - schools
-Retention - follow-up

In conclusion, yes - counseling can be the answer. For most ESL students, effective counseling can mean the difference between success and failure. The role of counseling in ESL (and all adult education) is essential and cannot continue to be overlooked.

As ABE/GED and ESL educators, working together, we all must come to realize that we share common interests and students. We must learn to work together to give to the student the best possible education. By sharing resources and information, all will benefit.

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Kennedy, Eugene,, On Becoming a Counselor, Seabury Press, New York, 1977.

Puryear, Douglas A., Helping People in Crisis, Jossey-Bass Publishers, San Francisco, CA., 1980.

APPENDIX

COMMUNITY RESOURCES

For all the following, you should have address, phone number, hours, contact person (if possible), and cost—and up-date the information whenever necessary:

—Hospital(s)
—Doctors
—Dentists (low cost and regular)
—Social Security office
—Public Aid office
—Immigration office
—Traveler's Aid
—Salvation Army
—Public Assistance —Township offices
—Other ESL programs in your area (high school and adult)
—Red Cross
—Legal Assistance, lawyers (low cost and other)
—Learning Disabilities
—Dept. of Health
—Local churches
—Mental Health Centers—counseling
—Volunteer Service Bureau
—Hotline numbers
—Comprehensive Community Services (United Charities)
—Alcoholism and Drug programs
—Indochinese programs
—Apartment information
—Catholic Charities
—Clothes Closets and Food Pantries
—Driver's License and Training programs
—Employment and CETA programs
—Headstart programs
—Insurance
—Community Colleges—Vocational and other services
—Support Groups—women, teens, etc.
—TOEFL information
—Translators

SHARING READING STRATEGIES IN ESL AND ABE*

by

Richard A. Orem
Northern Illinois University

Introduction

The purpose of this paper is to highlight some of the remarks about sharing reading strategies in ESL and ABE instruction made at the Statewide Forum on English as a Second Language in Adult (Basic) Eduction, December 3-4, 1981, and to expand the discussion of the interaction of these strategies in first and second language adult literacy instruction. Basic literacy skills in English are needed by all adults, whether they are already English speakers, or are limited English proficient. But precisely what those skills are is an unknown quantity to many teachers as well as to their students.

Before we can determine appropriate reading strategies for teaching the adult non-reader, we would first know what characterizes good readers. Then we can look at how to design strategies and materials to help our students acquire these characterictics.

Characteristics of Good Readers

Psycholinguistics such as Goodman and Burke, Smith, Weaver and others have explored the characteristics of good readers. Cooper and Petrosky (1976) list the following characteristics:

1 Good readers take chances—risk being wrong—in order to learn more about the meaning. (It's OK to make a mistake.)
2 Good readers look for whole meanings instead of just looking at individual letters or words.
3 Good readers guess at words they are not sure of, or just skip these words.
4 Good readers are active readers. They bring their own knowledge of the world to the material they are reading.
5 Good readers read as though they expect the material to make sense. (With very difficult or unfamiliar materials, the best way is to push ahead, especially on the first reading, and expect the material to get easier.)
6 Good readers try not to read too slowly.
7 Good readers change their approaches for special materials depending on the purpose of their reading.

These seven characteristics are equally valid for the ABE and ESL student. The major difference between the two types of students would like, of course, in where the student starts in acquiring these good reading characteristics. An assumption we start with, therefore, is

*The author wishes to acknowledge the assistance of Dr. Valerie Meyer, Southern Illinois University—Edwardsville, for her help in developing this paper.

that adult non-readers must have at least some minimal oral skills in the target language before they can be taught basic literacy skills in that language.

Reading instruction in the United States has largely fallen short of producing a truly literate society. In terms of the percentage of adults in this country who are either functionally or totally illiterate, figures range from only a few percentage points to as high as 20 to 25 percent (Hunter & Harman, 1979). The lower figures usually represent government data and a definition of literacy based on actual grade level completed, rather than on any performance-based criteria. The higher figures largely grew out of a nationwide survey (Adult Performance Level Study, 1973) in the early 70's which tried to determine the extent to which adults could perform certain basic tasks independently and effectively, such as filling out forms, locating payroll deductions, reading contracts (such as insurance policies, rent or mortgage agreements, wills, etc.), reading road signs and maps, and many more. Of course, many college-educated adults in this country are also incapable of filling out tax forms, reading and interpreting legal contracts, and the like. What is alarming about these figures, though, is the fact that our democratic and technologically-oriented society is so dependent on a literate and informed citizenry. To add to this alarming situation, within ten years it is likely that the definition of literacy will change to include the ability to operate computers. "Computer literacy" will then be as popular a term in 1992 as "functional literacy" is today.

One major factor impeding greater progress toward eliminating illiteracy in this country is the lack of a national commitment. Publicly supported adult ESL and ABE programs continue to be grossly underfunded. Many teachers are untrained. In the area of ESL, for example, only 30% of teachers worldwide have had specific training to prepare them to teach ESL (Morley, 1979). The largely marginal position of ABE and ESL instruction within most educational institutions does not encourage the type and quantity of research and materials development which is needed to improve program effectivenesss.

Strevens (1977), an ESL teacher trainer from England, has conceptualized the problem of limited teacher training and inadequate materials development in what he calls the "teacher/materials equation." Basically, when the quality of the materials is low and the standards for teacher training are low (or nonexistent), the program has little chance for success. Well trained teachers working with well designed materials have the greatest chance for success in the instructional program. This is true whether you are working with ABE or ESL students.

Instructional Strategies

With few exceptions, instructional strategies used in first and second language literacy education are generally extensions and adaptations of strategies designed for teaching children. This tendency toward adaptation and revision of conventional approaches may be an important

reason for our apparent lack of success in reaching a greater number of adult illiterates in this country. Several of the most common approaches include the phonics, sight word, and the language experience approach. The phonics, or linguistic approach, to reading instruction was made popular in its earliest form as far back as the last century by the McGuffey Readers. Later, in the 1950's and 60's, it continued its dominance in reading instruction through such basal programs as the Scott Foresman "Dick, Jane, and Sally" series. Internationally and here in the United States, the phonics approach continues to be advocated by the Laubach literacy program.

As has been true with a number of reading approaches, the phonics approach has come under attack at all levels and especially in adult literacy education, largely for the following reasons. It focuses the student's attention too much on sound-symbol correspondence (reading is not an oral activity). It tends to control content and restrict vocabulary development. Common word combinations may include "Dan has a bat"—"Has Anna a bag?"—"A fat cat had a rat"—"Ted fed red Ned." When have you ever used such sentences?

The sight word approach, which has been widely used in public instruction for children, has also been applied to ABE and ESL reading instruction. The sight word approach focuses on vocabulary development through use of high frequency word lists. Many of the basal programs developed for adult non-readers incorporate sight word lists which focus on specific content ("survival") areas. This approach can be easily abused by the untrained teacher who merely requires students to memorize word lists without putting them into relevant contexts, or who does not recognize the difficulty the students have in learning the highest frequency words. All beginning readers have a difficult time learning to discriminate these high frequency words because they are often abstract in meaning and phonetically irregular.

An approach which offers a great deal of promise for both ABE and ESL reading instruction is the language experience approach. Language experience has been used sparingly at all levels of instruction and has only recently become popular as a basic literacy strategy in ESL (Haskell, 1978). The basic premise of this approach is that what you can think can be said, what you can say can be written, and what you can write can be read (Lee & Allen, 1963). The advantage of this approach is its potential for motivating the very low level reader by focusing on written language which is familiar. In fact, the language is generated by the students themselves. Usually the teacher begins by engaging the student in a conversation on a topic of interest. The teacher records the student's words verbatim on paper (or chalkboard, newsprint, etc.), repeats the narrative to the student, then has the student read what he has already produced orally. The purposes of this approach are to show the correspondence of sounds and symbols, and to convince the student that his own language can provide relevant reading material (Thonis, 1970). The disadvantage of language experience is the apparent lack of focus on specific skills development (affixes, word families, sound-symbol correspondences, etc.). The teacher must be skilled in abstracting from the language experience story those points which can be expanded upon for further skills development.

Many teachers also hesitate to record the student's language verbatim which is necessary. These teachers are afraid of reinforcing poor syntax and other students "errors." What must be kept in mind, however, is that language experience is not the total reading program, but best serves as an introduction for the adult non-reader who may lack the self-confidence or fail to see the importance of what he has to say.

One last literacy approach which offers promise for the adult ESL illiterate is a socio-political approach to teaching native literacy skills developed by Paulo Freire. Freire is a Brazilian-born, Christian-Marxist, who believes that education can never be neutral, that it in fact is a political act and should be facilitated so as to raise the social and political consciousness of the students so that they begin to critically evaluate their social and political environments. Freire believes that a literacy instructor, before even beginning to teach basic literacy, must first live in the student's community,and become aware of those concerns which are of paramount importance to the student. Freire's philosophy has been applied in scattered North American settings (e.g., Toronto, Canada, and Chicago, Illinois), and in several third world countries (e.g., Tanzania, Peru, Chile, and Brazil). Applied to the limited English proficient adult, it might be best taught in a bilingual mode but has also met with success in a strictly English-speaking environment (Moriaty & Wallerstein, 1979).

As you can see, most approaches to teaching basic literacy skills in adult ESL have been borrowed or adapted from native language literacy instruction. One approach developed originally for foreign language instruction has promise for use in adult basic education literacy instruction. The Total Physical Response (TPR) was originally developed by James Asher (1966) in an effort to involve students in a physical, kinesthetic approach to language learning (especially oral language learning). The approach calls for the teacher to provide students with an oral command which the students act out. The next step may have the students giving the command to other students to demonstrate their oral proficiency. The third step may have the students write the commands they hear, and finally they can read the commands they write. This process may sound very similar to the language experience approach described earlier, but with two major differences. The Total Physical Response requires students to demonstrate comprehension by physical actions. Adult students, whether ABE or ESL, may react better to such an approach because of its heavy reliance on performance and the immediate feedback it requires to know if the students are comprehending. Another difference between total physical response and language experience is the potential for large group work with TPR in the multi-level ESL or ABE classroom. Since ABE students should already have mastery of the oral language, their instruction could begin at the stage where they are giving commands and seeing those commands in print. A skilled teacher can draw out from a TPR lesson many interesting and entertaining variations.

Conclusions

Let's return to the discussion of what characterizes a good reader in an effort to assess what must be done to improve reading instruction in the ABE and ESL classrooms. Concepts mentioned in that list of good characteristics which deserve to be mentioned again include risk taking, reading as an active process, guessing (or predicting), making sense of the materials, and reading for a purpose. These characteristics are all advocated by researchers and educators in the field of psycholinguistics (Mackay, Barkman, & Jordan, 1979; Rowls & Friedman, 1980; Smith, 1978) as necessary ingredients for more effective reading instruction in a student's first or second language. In addition, culture is considered a crucial intervening variable in second language learning by Allen (1973), Dubin and Olshtain (1981), Taylor (1979), and Yorio (1970).

Psycholinguists have begun to influence materials development by emphasizing reading for meaning, focusing on units of meaning beyond the phoneme, syllable, and word, being alert to the influence of experiential and cultural background, and encouraging the practice of "guessing: (Goodman, 1967). Keefe, Mayer, and Lindberg (in press) suggest a number of instructional strategies for teaching the adult disabled reader. This list includes nine sequential steps which focus the student's attention on prediction and away from a heavy dependence on sound-symbol relationships. But throughout their list, they emphasize the need for teachers to encourage students to constantly ask themselves, "Does this make sense?"

Making sense of the written word is a goal for all of our students, whether in ABE or ESL. Our students may have special limitations imposed on them by their first language (or dialect), previous education (or lack of it), or any number of other reasons. Our goal as teachers is to use appropriate reading strategies which best help the students reach their goal of literacy, to enable them to function effectively and independently in their everyday lives, to give them a sense of personal control over their lives in a world filled with challenges. At times it may appear to be an unattainable goal, but we must encourage our students with relevant and interesting materials so that they will eventually share our enjoyment for the printed language.

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BY THE TIME I GET TO PHOENIX*
An Overview of GED Preparation with a Comparison of ABE/GED and ESL

By

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Introduction

I want to begin by relating an observation from my teaching experience. In teaching English 101 or English 099 Composition, I start with sentence construction (basic things like varied tense and voice, patterns, imagery words, etc.) and move on to paragraph construction using a control sentence with all other sentences within the paragraph relating to it somehow. Then I move on to papers with stated themes: essays, theme papers, or research papers. I teach the development of the stated thesis through the use of facts, statistics, opinion, example, illustration, summary, cited authority, and analogy - each one a point developed in relation to the stated thesis. In explaining this process to students, I use the imagery of travel, relating the thesis to the announced destination and the developing techniques as progress points along the way. However, when I grade the papers - for example, say one with the "destination of Phoenix" - I find that some students never even get out of Illinois! Others may get to St. Louis or to Tulsa. Some may get to the Texas Panhandle. A few may even reach Albuquerque. Only a very few reach the announced destination.

One example of a paper that pretty much covers the whole announced topic is this short report written by a child, and entitled "Ants." "My topic is ants. There are two kinds of ants. One is bugs. The other is lady uncles. Some live in hills or holes. Some live in neat apartments. Others crawl into sugar bowls or come to share Christmas with their married families. This is all I know about ants." That pretty much says it all, right?

Using travel as a connecting theme for this paper, I choose and use the word PHOENIX as a symbol of goal or destination. I choose it for two reasons. I lived there once and it is beautiful. In these days when the wind blows cold and the sun makes only limited appearances, the sound of Phoenix is good. The other reason is that Phoenix is the symbol of a legendary bird rising out of the ashes - certainly an appropriate symbol in Adult Basic Education: that of a new beginning.

Understand this: PHOENIX is a symbol, a goal, a destination. It is not the same for everyone. For the student in the ESL Program, it may be survival, getting used to a new environment, improved communication skills, or more understanding of the American cultural and historical heritage. For the ABE student, PHOENIX may be survival, a job or a better job, plus the development of foundation skills in math, reading, and English. For the Adult Secondary student preparing for the GED Test, it is test preparation and content area review.

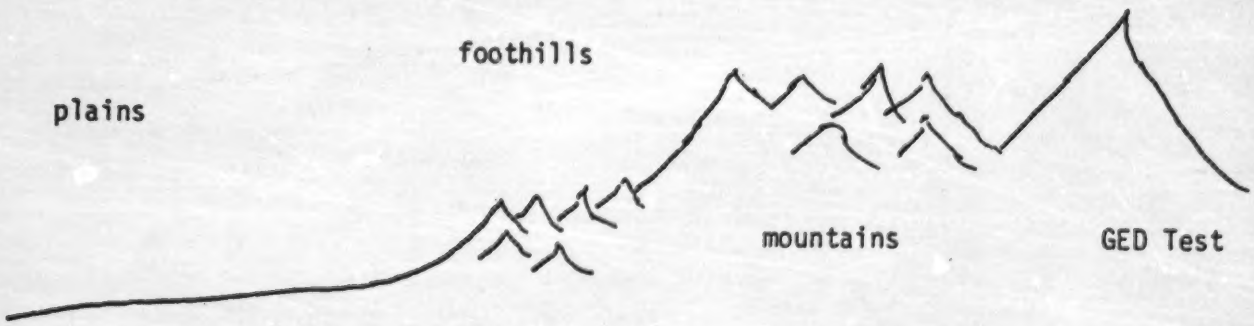
* This text was adapted and edited by Jeffrey Bright, Illinois Statewide ESL/AE Service Center

That's what I'm talking about: the adults in our classes are headed for their symbolic PHOENIX. Along the way, they are filling their suitcases with things they need. They could say, "By the time I leave Illinois, I can..." or "By the time I get to St. Louis or Tulsa, I can..." and then finally, "By the time I get to Phoenix, I can do what I dreamed of doing." This process of setting mini-goals along the way is so important. What can I do in this short speech? What could I accomplish today? This week? This semester? This year? And how important it is to mark those steps of progress!

In this presentation, we hope to provide an overview of the total scope of the ABE/GED Program. In addition, we also hope to see how and where the ABE and ESL curriculums are the same and different in focus and purpose. It is important to know that these three routes to PHOENIX—ABE, GED, and ESL—are not planned in isolation and that some adults may benefit from all three of them.*

The Scope of the ABE/GED Program

Figure 1 depicts the ABE and GED programs.



From the plains to the mountains and to the peak is a long way. In our visual analogy, I see that the plains and foothills include re-entry to education, becoming a learner, learning how the classroom functions, and the use of the Diagnostic/Prescriptive teaching approach common in ABE classes.

People may travel slowly or quickly across the plains. Approaching the foothills, the learners face new challenges: foundation skills development or review, study skills development, and survey or overview of content areas. Looming in the distance are six mountains representing the six content areas of GED Test Preparation: English, Social Social Studies, Science, Reading, Math, and Government. My major

criticism of the GED Program is that too often we skim over the mountain peaks - staying in the clouds - without dealing in depth with the base, with the whole mountain and all it has to offer.

Still ahead is the peak: the GED Test. From the plains, the peak seems very high and very formidable. However, when one is already in the mountains, the peak no longer seems so high. I remember visiting Mt. Whitney and thinking to myself "This mountain doesn't seem all that high." Then I was reminded that we were already in the mountains - already high.

So much of the focus of the ABE/GED program must be on the learner. Each learner brings to his or her study a variety of adult learning experiences, including job training, work, self-study projects, military science, radio, TV and movies, reading, conversation with friends, and travel, as well as classes. These sources of adult learning impinge on the learner's participation in the ABE/GED curriculum.

As stated above, different learners have different PHOENIXes. Their reasons for coming to learn may be academic, social, personal, financial, legal or occupational. The value they see in the GED Certification comes, in part, from what happens after it is obtained. Advantages to having a GED include:

1. Promotion in industry
2. Enhanced earning power
3. College entrance
4. Fulfillment of a licensing prerequisite, e.g. for Real Estate, Practical Nursing, etc.
5. Self-respect
6. Better job opportunities
7. Personal satisfaction

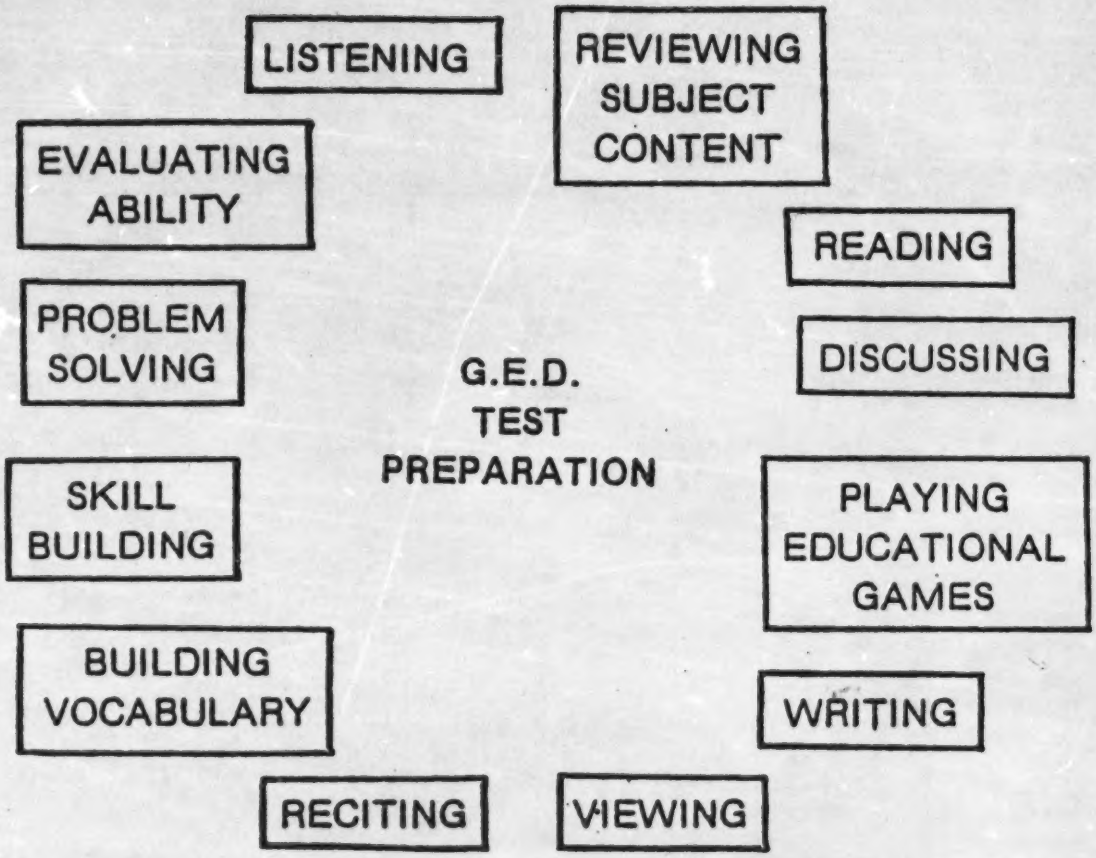
Thus, learners view participation in ABE/GED as movement towards a valuable goal.

The GED Test

The test of General Educational Development, or G.E.D., was developed after World War II to measure the skills and abilities of a typical high school graduate. The test itself consists of 290 questions in five separate sub-tests, namely Writing Skills, Social Studies, Science, Reading, and Math. (See Appendix A.) It takes about six hours to complete the actual test, it is no mean feat. A GED Certificate is recognized by colleges and by most of business and industry as a measure of educational achievement.

Mastery of the GED Tests does not depend on memorizing details, parts, names or dates. It is more concerned with reading interpretation, how you use facts, what previous learning you have, what you have learned as an adult, and how you reach answers. The variety of abilities tested and the kinds of questions asked (see Appendices B and C) necessitate a varied approach to GED Test Preparation. Typical classroom strategies in ASE instruction include the items in Figure 2.

FIGURE 2



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At Joliet Junior College, we have developed a five-step curriculum for ABE/GED. I want to include a summary of it here as a sample description of what ABE/GED instruction consists of. Then using this curriculum as a reference, I will propose comparison of the skills and content of ABE/GED and ESL curricula.

The five levels of student ability in ABE/GED are 1) Pre-Literate, 2) ABE, grade level, 3) ABE, 4-6, 4) Pre-GED, 7-8, and 5) Adult Secondary, 9-12. The chart below describes each of these levels a "steps" with examples of skills development areas, curriculum focus, and testing instruments and procedures.

STEP ONE. PRE-LITERATE

Skills Development	Curriculum Focus	Testing
Visual/Listening Skills		
Listening and Discussion Copying Writing Personal Information (name, address, Social Security number)	Becoming a learner Classroom Activities Individual Responsibility Transition from symbols to sounds, letters and basic words.	I.A. Copying I.B. Listening
Study Skills		
Organization Time Usage Folder Organization Progress Reporting Use of Room & Materials		

STEP TWO. ABE, 0-3.

Study Skills		
Listening and Discussion Use of Room & Materials	Beginning to read & comprehend. Continued emphasis on progress recording individual responsibility. Learning to study	II. A. Copying II. B. Basic Test Stanford (Red Level) 1, 2 (3)
Reading		
Beginning to read: alphabet phonics basic words and phrases functional words & phrases signal words	Listening as a means of learning. Awareness of self as a learner: goal setting Awareness of reading as enjoyment	

STEP TWO. ABE. 0-3 (Continued)

Skills Development	Curriculum Focus	Testing
Comprehension Sequence Size, Time, Shape Recall Awareness of Feelings Similar/Different Classification		
Vocabulary Enrichment: New Words (Spelling and Usage) Antonyms, Synonyms, & Homonyms at Grade Level		
English Simple Sentence Patterning S-AV S-AV-DO Parts of Speech: Noun and Pronoun Singular/Plural Words Possession Basic Contractions Capital Letters End Punction		

STEP THREE, ABE, 4-6

Study Skills Organization of Time/ Materials	Focus on learning as a positive approach to career/job: realism	Stanford (Green Level) 3,4 (5)
Listening and Discussing Group and/or Peer Work	Using reading as a means of learning and getting information.	Stanford (Brown Level) 5-8 High School.
	Reading as enjoyment	Maxwell: English Placement Test
Reading & Comprehension Continued Growth in Reading, Skill, Vocabulary Development, and Comprehension Skill: Main Idea Supporting Details Paraphrasing Summarizing Context Clues Similar/Different Cause/Effect Inference	Continued development: Communication: reading writing, and speaking Wholistic learning: Stress idea of growth in several areas and the overlap	

STEP THREE, ABE, 4-6 (Continued)

Skills Development	Curriculum Focus	Testing
Content Area Overview		
Social Studies		
Government		
Science		
English		
Sentence Patterning		
S-V (Action)		
S-Helping Verb		
S-V-DO		
Parts of Speech: Noun, Verb, Pronoun, Adjective		
Capital Letters		
Punctuation		
Spelling		
Abbreviations		
Verb Tense		
Word Usage & Choice		

STEP FOUR, PRE-GED, 7-8

Study Skills		
Continued Personal Development	Extension of reading & study skills into Content Area review	Stanford (Brown Level 5-8 (high school)
Reading & Comprehension		
Inference	Continued emphasis: learner's responsibility in setting goals, plans for reaching them, method of evaluating progress-close work with teacher, but moving toward more independence	Content area: Pre GED Placement & Mastery Tests (in books)
Figurative Language and Details		
Paragraph Function		
Point of View		
Fact/Opinion		
Cause/Effect		
Interpretation		

STEP FIVE. ADULT SECONDARY, 9-12

Study Skills		
Test Taking Skills	Sophistication of study skills: self-knowledge of how to approach content area	Stanford (Blue Level) 9-12 (community college)
Reading & Comprehension		
Based on Diagnostic/Prescriptive Strengths and Weaknesses	Content Area concentration	Content Area Placement and Mastery Tests
Inference	Goal setting	
Application	Relation of what is learned in class to what it may mean in person's life	APL Tests
Synthesis		
Paraphrasing		
Interpretation		Predictive Testing
Analysis	GED as the beginning for some students	GEPI (Steck Vaughn)
Paragraph Consideration		

STEP FIVE. ADULT SECONDARY, 9-12 (Continued)

Skills Development	Curriculum Focus	Testing
Content Area Review Diagnostic-Prescriptive Review (individualized) Classroom Review: Teacher Test Taking Skills Charts, Maps, Graphs, etc. Preparation for Discrete Items	GED Test Preparation Countdown	American Council on Education Test (Form A) English Diagnostic Test (NCC)
English Usage Word Choice Recognition of Errors Editing Skills Logic & Organization Effective Expression Choice of Sentence Endings		

Comparison of ABE/GED and ESL

Now I would like to compare the features and strategies of ABE/GED and ESL.

ABE and ESL instruction have the following features in common:

1. Emphasis on survival skills.
2. Use of moments in the learner's history for instructional purposes
3. Emphasis on words: vocabulary building and enrichment
   homonyms, antonyms, synonyms, some phonics, as desired
   lateral/figurative interpretations
4. Teaching communication: listening skills, reading skills
5. Work on sentence and paragraph construction
6. Recognition of student periods of plateau and discouragement

There are, however, important contrasts between ABE and ESL: First of all, the focus is different. ESL instruction focuses on communication skills in a new language, whereas ABE focuses on foundation skills for further learning or for learning in a different (i.e. within) form of a language already spoken. Secondly, the cultural aspects of ESL make it different than ABE. Third an ABE program contains more emphasis on content area learning. ESL has little or no contact or subject area review. When ESL includes content areas, it is only as a secondary goal. Fourth, ABE/GED students must recognize errors in spelling, construction, choice of sentence endings, logic and organization in order to succeed on the GED Test. ESL emphasizes not what is wrong, but rather what is right in language usage.

Certain shared strategies of ABE and ESL should be pointed out. Both areas have a survival focus and a relation to skills needed in daily

living. Both share classroom methods and aids such as the Language Experience Approach, use of the Language Master, dittos, posters, filmstrips and cassettes. Same books are used in both ABE and ESL instruction. The Diagnostic/Presriptive teaching approach is a key to both instructional areas.

Finally instruction in writing in both programs is limited. There is generally more attention to writing in ESL than in ABE. Nevertheless, when writing skills are taught, it is in a highly controlled or in a practical form, such as on applications.

Conclusion

We hope this paper provides you with a better understanding of the total scope of the ABE Program. All of us are united in our attempt to serve the adults in our communities and we must also be united in our attempts to interpret our purpose and our successes in the communities we serve and to the legislators who serve and represent us. In addition to this overview, we also hope to have introduced some new ideas for consideration, to have shown how and where the ABE and ESL curriculums are the same and how and where they differ in focus and purpose, to have stressed that none of the programs is planned in isolation and that some adults may benefit from all three of them, and to have begun to consider future implications for more cooperation, better transitions between classes, and increased sharing in the future.

G.E.D. TESTS

I. Writing Skills Test

Spelling, Punctuation & Capitalization	25%
Grammar & Usage	30%
Diction & Style	15%
Sentence Structure	15%
Logic & Organization	15%

II. Social Studies

Economics	20%
Geography	15%
Political Science	20%
History	25%
Behavioral Sciences	20%

III. Science

Biology	50%
Earth Science	20%
Chemistry	15%
Physics	15%

IV. Reading

Practical Reading	15%
General Reading	35%
Prose Literature	35%
Poetry	10%
/Drama	5%

V. Math

Arithmetic	55%	problems,
Geometry	20%	charts,
Algebra	25%	graphs,
		word problems

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APPENDIX B

The G.E.D. Test tests these abilities:

1. Use of the English language
2. Problem - solving
3. General ability to think, reason out answers
4. Use of critical thinking
   a. get the general meaning
   b. figure out answers not exactly stated
   c. compare ideas
   d. determine clues to mood or feeling expressed
5. Knowledge of basic content area concepts

APPENDIX C

5 Major Kinds of Questions:

1. must know the right & wrong of grammar and basic arithmetic, algebra & geometry

2. must read & answer questions about a science or social studies or literature passage.

3. must interpret cartoons, pictures, maps, charts, and graphs

4. must have concept knowledge of science & social studies

5. must gain skills in choosing best of answers from a set of 4 or 5 choices

DEVELOPING WRITING SKILLS IN ADULT SECONDARY EDUCATION:

ESL WRITING COMPARED TO MAJOR ABE/GED PREPARATION CATEGORIES

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There are broad differences between the approaches used for writing skills development in adult education. ESL writing skills instruction clearly has a very different focus than GED writing skills development. Nevertheless, these adult education program components, which are often part of the same program, whether for the goal of transitioning ESL learners into GED or for the improvement of the entire adult education writing skills program, need to develop a more coordinated and integrated approach. Awareness of contrasts and similarities in approaches can lead to this more cooperative, shared orientation.

Initially there is a major consideration before beginning a comparison of ESL and GED writing preparation strategies. That is, ABE/GED writing is based on the premise that English oral language development has been occurring for the last 17 plus years. Although there are varied experiences and proficiencies among students, the adult education student has developed significant oral language skills. In addition, the ABE/GED curriculum is focussed, basically, on preparation for the GED test. Very little skill instruction is done outside these parameters.

ESL instruction in adult education, on the other hand, is focussed predominantly on survival related activities focussing on oral language development. In addition, survival orientation seeks communication as the major goal. There is no single test of English Language proficiency claiming broad societal consequences for second language learners as with the GED test.

	GED Writing Skills Test	Percentage of Test
I.	Spelling, Punctuation, and Capitalization	25%
II.	Grammar and Usage	30%
III.	Diction and Style	15%
IV.	Sentence Structure	15%
V.	Logic and Organization	15%

Before beginning the comparison, it must be stated that ESL writing activities in Adult Education are generally experience based related to reading passages, classroom activities, and personal experiences, and focussed, as mentioned previously, on communication.

I. Spelling, Punctuation, and Capitalization

Although varied from program to program based on professional staff training and experience, emphasis is not often placed on these elements of mechanics at the lower levels of ESL instruction in adult education. They are introduced, but often very generally and do not play a major role in early writing emphasis.

II. Grammar and Usage

The grammar (structural components of language have traditionally been the focal points of oral language development in ESL and consequently followed up in literacy skills development. These components (including agreement, subject-verb; pronoun usage etc.) are clearly emphasized in many ESL texts. As many ESL teachers know, students often use grammatical forms correctly in writing, even though they may not have fully acquired their use in oral communication. Nevertheless, this has been traditionally a strong feature of ESL instructional programs.

However, proper usage of lexical items is not instructed in a similar fashion to GED preparation. Noting the correct usage of further/farther and other GED test items is not emphasized in ESL. There are usually essential communication skills to be learned with little opportunity for extensive refinement of vocabulary knowledge.

Parts of speech recognition and recognition of general errors of grammar are not necessarily part of the ESL writing programs. In ESL parts of speech identification tends to be generalized for student understanding of language rather than for correct identification of language components.

Approaches like X-Word Grammar/Sector Analysis exemplify this more generalized approach to grammar in ESL instruction. (Kunz, 1976, and Allen, 1975)

III. Diction and Style

This component is very infrequently addressed in an adult ESL program especially at the lower levels. Again it is a bit premature to include extensive instruction in this area when basic communication skills still need to be acquired.

IV. Sentence Structure

Perhaps this is one of the strongest features of ESL approaches to writing. Typically these take the form of controlled writing activities. The stages of writing is introduced in ESL materials in a variety of fashions. Among these are sequencing of pictures, sentence fill-ins, sentence transformations, paragraph transformations, and sentence combining activities. These writing activities allow for the development of writing skills from the lowest levels of English Language proficiency by controlling the

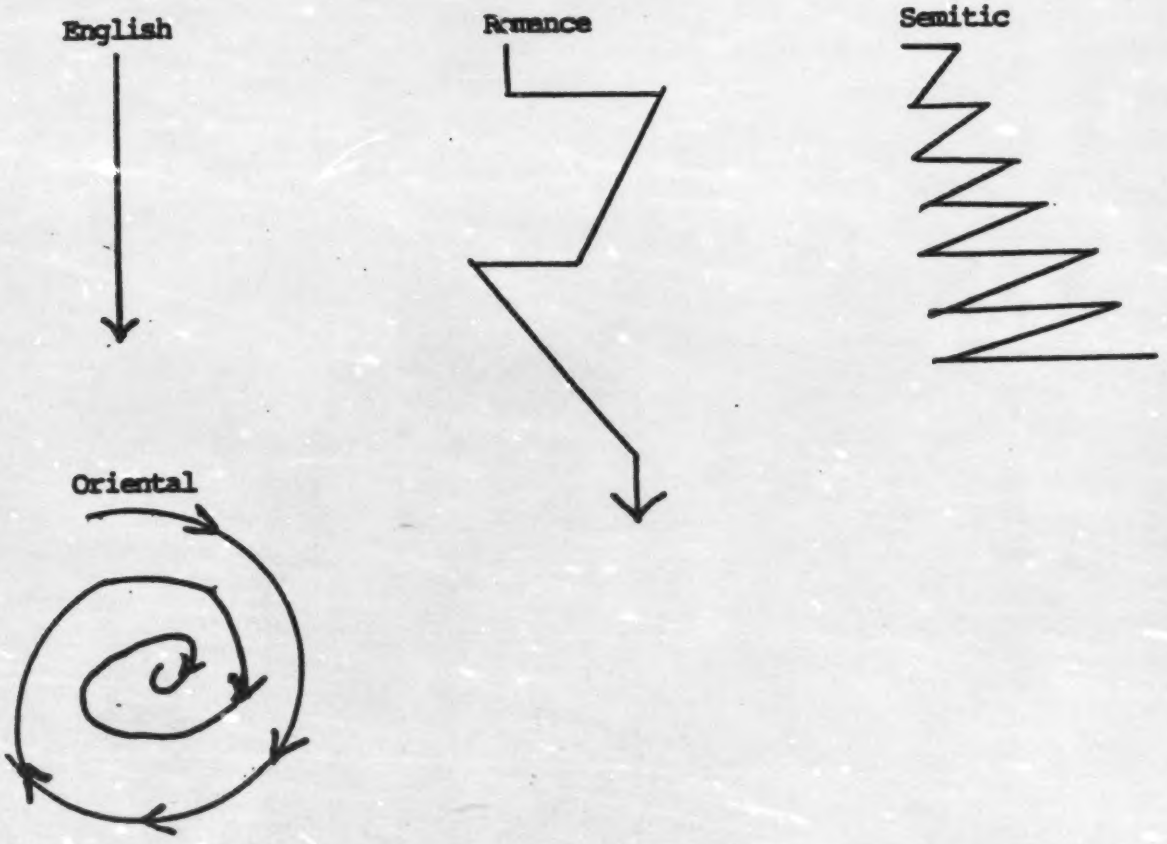
quantity of writing as well as introducing skills in incremental stages.

Furthermore, they offer a variety of approaches which clearly focus on the broader context for writing—Communication. In addition, these skills are more integrative in that not just one minor specific skill (knowledge of grammar, mechanics, etc.) is emphasized. In turn, the skills focussed on and the activities provided do not focus on identification of sentence parts or recognition of incorrect grammatical constructions, but rather on integrating language components which clearly lead to better writing skills development.

V. Logic and Organization

The final component of the GED Writing Skills test is clearly a high level skill for the LEP adult when writing. In addition to being an advanced skill, it may have significant cultural revelance as well.

In referring to coherence in paragraph development, Robert Kaplan depicted the following organizational thought patterns. (Kaplan, 1966)



Clearly, the organizational thought patterns, as depicted by Kaplan, suggest several culturally distinct approaches to logic and coherence. The impact on this component of English language writing proficiency is readily apparent. Judd and Kalnitz make a similar reference in a recent TESOL Newsletter article. (Judd, 1981)

Knowledge of a "correct" English language organizational pattern is clearly not given and must be included as an instructional component.

Knowledge of the contrasting features of ESL and ABE/GED approaches to developing writing skills is not enough. Identification and recognition of these characteristics only represent a beginning stage in providing a more shared methodological base in writing instruction at the adult secondary level. The next stage is to recognize the different rationale for emphasis in each curriculum, then to select those which clearly supplement and complement the present approaches. This coordinated effort will enhance the instructional approaches in each area—ESL and GED—and greater insure the achievement of the goal of writing proficiency for the adult learners in Adult Secondary Education.

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WHEN ESL LEARNERS OUTGROW THE ESL PROGRAM: A BROADER PERSPECTIVE

By
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(NOTE: This selection summarizes a group discussion held at the "Forum on the Second Language Learner in Adult (Basic) Education." The session was facilitated by Julie Weissman, Triton College, who developed the three key questions below).

Almost all adult education programs serving limited English proficiency (LEP) adults provide English as a second language instruction, which is intended to enable learners to pursue their personal, employment and learning goals through improved English language communication skills. But ESL instruction is not the only service LEP adults need from adult education programs. The answers to three key questions may suggest a broader perspective on programming for LEP adults.

1. Where do ESL learners "go" after they leave the ESL program? And why?

2. What program offerings can help LEP adults to meet their own needs?

3. How can adult education/ESL programs improve what they do to serve LEP adults?

A discussion of each of these questions follows.

LEP Adults After ESL

LEP adults in Illinois participate in activities and programs beyond the traditional bounds of ESL/adult education classes. These programs include vocational education, CETA programs, adult basic and secondary education, developmental education (special services) and academic/transfer programs in community colleges. Accurate statistics about this participation is rather hard to obtain because the usual ethnicity data do not reflect English language proficiency. Learner's employment goals may be a factor in extra-ESL participation.

It is, of course, true that students' goals differ. For those needing help identifying their goals, the adult program may assist in displaying available alternatives. (See Zamora in this volume). At times, certain goals are defined by the program not actively by the students, as in the case of stipended learners. (See Smith, in this volume, for discussion of goal setting). Experienced ESL adult educators suggest orienting learners to the program in order to determine the interface of learner and program goals. Thus, plans can be made for services beyond ESL.

Program Offerings That Help

Adult education programs that are able to offer special services to their LEP learners provide invaluable assistance. Services being offered in a variety of

programs include counseling , career exploration, community and employment services, "bridge" classes, and special reading instruction. Often, especially for the "bridges" between classroom and community, the ESL instructor can make arrangements for these supplementary services. Broader program planning is needed to address the transitioning of ESL learners in GED completion or academic courses.

Assistance to LEP adults who "graduate" from ESL instruction is often an unconscious program process, perceived as a little extra help that the ESL teacher provides. Yet some programs serving LEP have demonstrated a capacity for anticipating and effectively channeling services that are not part of ESL instruction per se to LEP adults with expanding needs. Again, however, data—either anecdotal or official—about the number of ESL students who "transition" is not easy to compile. Perhaps greater awareness of this aspect of adult education will enable programs to monitor the provision services to the learners who "outgrow" ESL.

Improving What We Do

Programs in Illinois are becoming more aware of these issues and are addressing the needs of LEP adults more and more as programs. Two of the successful means of expanding awareness of LEP needs program-wide are 1) the publishing of a student program newsletter including a focus on LEP learners, both in and out of ESL classes, and 2) the promotion of good public relations and knowledge of the ESL program throughout the institution. If, for example, the vocational staff know that ESL staff can serve as resources to them and their LEP students, those vocational staff may be more willing to assist ESL staff and learners. That mutual assistance may include mutual support in instructional decision making, e.g. board meetings.

Should the ESL staff do everything, though, to meet their students' (or former students') needs? Some teachers report that it is not a great burden to do more than just ESL teach. Part of life-oriented ESL instruction includes the teaching of culture, and appropriate language for access to community (and institutional) resources. Discussion participants stressed the value of providing information for their ESL learners, and helping them to be aware of resources and options

Several means of information and resource dissemination were mentioned: discussing with advanced learners available interest groups and activities in the community (e.g. First Aid classes); posting announcements of potential interest on an accessible bulletin board; orientation to the institution's facilities (e.g. typing (keyboarding lab) and programs (e.g. vocation-specific training).

The needs of students who transition out of ESL and who access outside resources while still enrolled are being addressed in a practical way by many adult education/ESL programs. Yet it must be recognized the function of such assistance is merely to foster student awareness of options. Teacher expectations about learners' success do influence their perceptions. Yet, in the end, it is the learners who must choose. If adult ESL educators have a positive impact on learners lives, it is through providing those LEP adults with enough viable options for their choices.

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SOME CONCLUSIONS ABOUT THE SECOND LANGUAGE LEARNER IN ADULT BASIC EDUCATION

A BRIEF DISCUSSION

By

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The ideas expressed during this conference seem analagous to an inter-disciplinary program; that is, a program to which various disciplines contribute.

The instruction of the Second Language Learner in Adult Basic Education as described at this conference—requires the contribution of many. To do what? To develop a curriculum, to counsel and guide the student in a very special way (Marcha Zamora, Is Counseling the Answer to an ESL Learner's Cultural and Personal Questions?), to teach, to write the curriculum, (Ardythe Fey, Developing a Curriculum—Who to Involve). Each of these persons with different capacities form an integral part of the program and each in his/her own way contribute to the education of the second language learner to find his/her own way and discover the options available.

As Jeff Bright summarized, When ESL Learners Outgrow the ESL Program: A Broader Perspective, there must be a coordination of services and coordination of persons wearing different hats. Agreed, but to take it one step further, the coordination does not necessarily have to emanate from the administrative structure, but it can originate from anyone on the staff at any level.

That same coordination exists within the TESL discipline itself. Listening comprehension and successful word attack skills lead to reading; different reading strategies, as noted by Richard Orem in Sharing Reading Strategies in ESL and ABE, lead to the teaching of writing. Those successes in the above skills can motivate the Adult ESL student to put his thoughts down on paper.

The inter-relationship between ABE and TESL has always been evident. Among ABE foundational skills is included language arts—and those same skills are needed in TESL.

The corpus of ABE-TESL educators includes a variety of professionals all working toward the same goal. Some of us are counselors; others of us are members of a cadre of volunteers serving in a teaching or other capacity; some of us are teachers, other, administrators and a few of us make our contributions from the University setting. We are birds of a similar feather who fly together in order to apply and "make a go" of the practical skills expressed in the papers at this conference. Our goal is to arrive at the Phoenix alluded to by Nancy Chapman, By the Time I Get to Phoenix. Our mutual goal is to teach English to the non-native speaker, to the illiterate—each from our own professional vantage point.

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*This paper is based on the concluding remarks of the same title presented at the Illinois Statewide Forum on the Second Language Learner in Adult (Basic) Education, Dec. 3-4, 1981, Joliet Illinois

As Dennis Terdy pointed out in Background and Needs of LEP participants in Adult Education, the numbers that must be contended with are out there, and it has become obvious through this statewide conference, that Illinois continues its leadership role in the teaching of Second Language Learners in Adult Basic Education.